JAPAN

Promoting ICTs for Development

- Japan's Cooperation -

world summit
on the information society
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1. The Global Trend in the Utilization of ICTs for Development Assistance.

1-1. Beyond the Digital Divide

Since the Information and Communication Technologies (ICTs) revolution at the end of the twentieth century, ICTs have been expected to play an important role in improving the quality of citizens' lives, by facilitating the promotion of economic, social, and human development.

During the "Asian Regional Conference for the World Summit on the Information Society" (WSIS) held in January 2003, it was emphasized that development in regional economy, society, culture, and technology is accelerated and improved in an information society, and that ICTs should be fully utilized at every level of society, to allow all human beings to share the benefit gained from the utilization of information networks, while at the same time nurturing diversification and placing importance on cultural heritage.

Developing countries will most likely receive significant benefit from the introduction and utilization of ICTs, which facilitate growth through effective utilization of potential resources. In reality however, there are various cost, technology, and human resources barriers which developing countries face when introducing and utilizing ICTs. As a result, a gap, referred to as the "digital divide" arises between those countries that can utilize ICTs and those that cannot. Bridging the global digital divide requires an urgent collaborative response from the international community.

The international community is working together on the implementation and utilization of ICTs in developing countries with the view that prevalent use of ICTs will potentially provide "digital opportunity".

1-2. The Trend in Japan's Development Assistance.

In July 2000, the Japanese Government announced "Japan's Comprehensive Cooperation Package to Address the International Digital Divide," prior to the Kyushu-Okinawa Summit. The announcement maintained as a fundamental principle that private sector leads the development of ICTs, while the public sector plays a supporting role to the private sector's proactive efforts through policy measures and capacity building. Based on this principle, the Japanese government announced a comprehensive cooperation package for bridging the international digital divide, which consists of ODA and other official funding, with the view to extending a total of US$ 15 billion over the five years from 2000. The four pillars in this comprehensive cooperation package are as follows:

a) Raising awareness of ICTs opportunities and contributing intellectually to policy and institution-building;

b) Developing and training human resources;

c) Building ICTs infrastructure and providing assistance for network establishment; and

d) Promoting the use of ICTs in development assistance.

The "Okinawa Charter on Global Information Society (IT Charter)," adopted by G8 countries at the Kyushu-Okinawa Summit in July 2000, stressed the importance of solving the global digital divide. It was followed by a series of Japanese Government initiatives, which aim to address the global digital divide. These include the "Basic IT Law" in 2000, "e-Japan strategy" and "e-Japan Priority Policy Plan" formulated in 2001, and the "e-Japan 2002 program." These initiatives highlighted cooperation in the area of technology in developing countries, as well as facilitation of international cooperation and contribution. Furthermore, "e-Japan Strategy II" and "e-Japan Priority Policy Program-2003" formulated in 2003 clearly state that ICTs will be the axis in the establishment of new international relations.

1-3. The Trend in ICTs Capacity Building and Utilization of ICTs in Other Fields.

International assistance in the ICTs field has so far focused mainly on developing and strengthening information and communication infrastructure in developing countries. In addition to these efforts, the need for capacity building, necessary to effectively utilize ICTs infrastructure and to develop software and content that can extend the potentiality of ICTs, has been attracting further attention.

Japan places importance on these points, and is providing effective and efficient international assistance through the utilization of ICTs.

2. JICA's Cooperation in the ICTs Field.

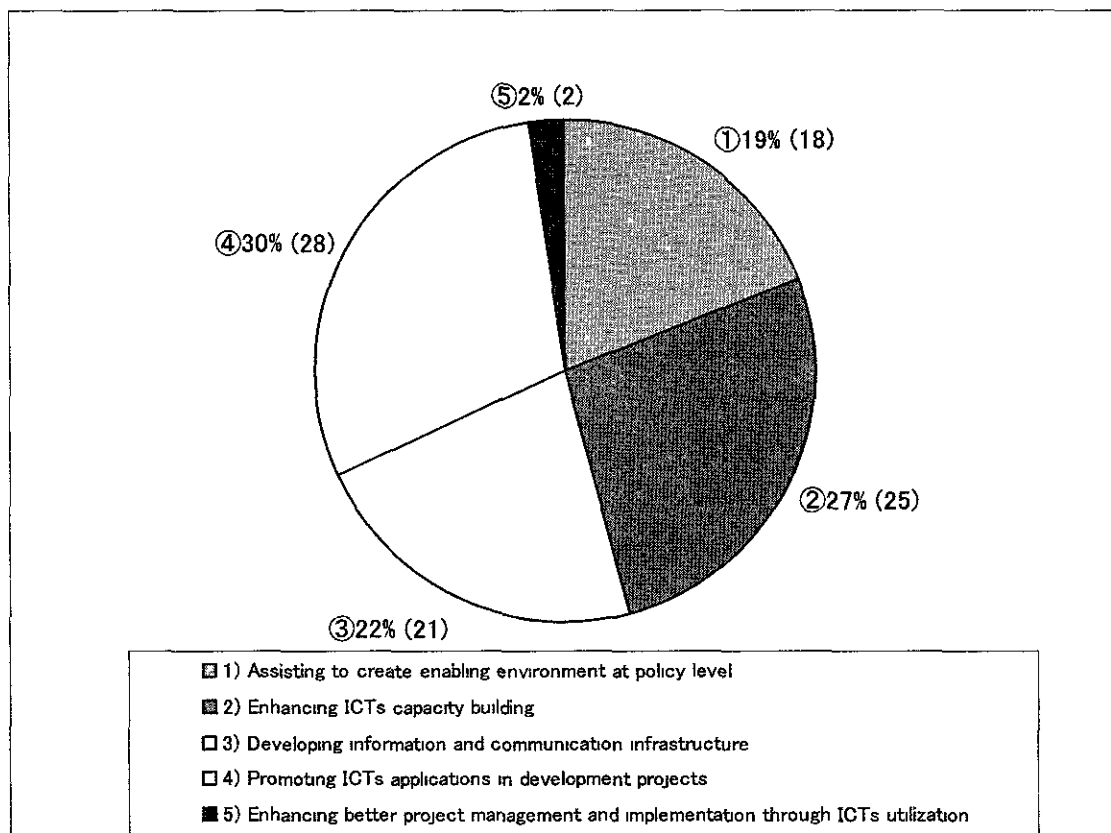### 2-1. Strategic Goals in Development Projects to Facilitate the Utilization of ICTs.

The Japanese government has actively extended international cooperation in the ICT field. Japan International Cooperation Agency (JICA), the main implementing agency of Japan's ODA, has progressed technical cooperation in the ICTs field under the following five strategies formulated on the four pillars in the Comprehensive Cooperation Policy described above.

1) Assisting to create enabling environment at policy level;

2) Enhancing ICTs capacity building;

3) Developing information and communication infrastructure;

4) Promoting ICTs applications in development projects; and

5) Enhancing better project management and implementation through ICTs utilization.

The actual ICTs themselves are the main focus in goals 1) through 3) and directly contribute towards bridging the digital divide and to the provision of "digital opportunity", whereas goals 4) through 5) involve the utilization of ICTs in various areas. JICA has so far implemented a total of 94 ICTs related assistance projects. Such projects involve the dispatch of policy advisor experts for mid-term and long term periods, assistance in the capacity of building of training institutions and improvement of training system, support for infrastructure development, and application of ICTs in various fields in development projects. JICA also utilizes JICA-net (a distance technical cooperation system) to support conventional projects.

Figure 1. JICA's ICTs related assistance projects.

⑤2% (2)

①19% (18)

④30% (28)

②27% (25)

③22% (21)

- ◪ 1) Assisting to create enabling environment at policy level
- ▨ 2) Enhancing ICTs capacity building
- ☐ 3) Developing information and communication infrastructure
- ☐ 4) Promoting ICTs applications in development projects
- ■ 5) Enhancing better project management and implementation through ICTs utilization

2-2. JICA's Track Record – ICTs Related Capacity Building and the Application of ICTs in Development Projects.

JICA provides assistance worldwide for various capacity building projects designed for policymakers, ICTs professionals from entry-level to advanced, researchers and instructors in colleges and research institutes, as well as for the establishment and enhancement of organizations that develop such capacity. In addition, JICA has promoted the utilization of ICTs in its cooperation projects, in such areas as poverty reduction, medical care, education, and the environment, with the aim of enhancing the efficiency and effectiveness of these projects.

JICA has a proven track record in the field of assistance to enhance ICTs capacity building and to improve the efficiency and effectiveness of development projects through the utilization of ICTs Examples of these projects are described as follows:

2-3. The Development of ICTs Capacity Building.

ICTs capacity building is JICA's major ICTs focus area, and is also the area in which developing countries' need is significant. A total of 25 projects have been implemented in this area to date.

In these projects, JICA has focused on establishing and strengthening the mechanism for ICTs capacity building in developing countries so that each country can develop ICT key persons and progress their own ongoing development of IT resources. To achieve this objective, JICA provides training for leaders including policymakers, ICTs engineers, researchers, and instructors in Japan as well as in developing countries. In addition, JICA assists in development of ICTs training centres in developing countries by establishing training systems as well as improving training curriculums and training methods. To do so, JICA dispatches Japanese experts and provides training equipment.

JICA intends to assist countries in improving their citizens' level of ICTs literacy and raising the level of ICTs professionals so that coherent policies can be established. JICA also intends to further promote its successful achievements by disseminating information on success stories to be used as case models.

JICA has implemented a number of capacity-building projects in line with the recipient country's needs level and the current technology. Development projects for ICTs professionals, which bring immediate benefit to industries, have been in high demand. Hence, JICA has offered a variety of projects in this category since the 1980's in cooperation with government affiliated research institutions, training organizations, and universities in developing countries. For example, in the "Vietnam Information Technology Training (VITT)" project, to respond the industry's needs in

information technology, JICA contributed to the design of training curriculums, assisted in the management of courses and institutes, and provided training and facilities. This project was carried out together with the Vietnam National University from 1997 to 2002, during which time a total of 96 courses in seven categories related to information technology were developed, the number of trainees grew and exceeded 3,000. The trainees also received certification upon completion of the course. In addition, JICA offered many special seminars and training courses for corporations in response to specific needs raised by industries. A variety of organizations including governments, universities, public, and private enterprises participated in the program, which has contributed to the development of ICTs professional experts in Vietnam.

Photograph from the "Vietnam Information and Communication Technology Training" project in Vietnam
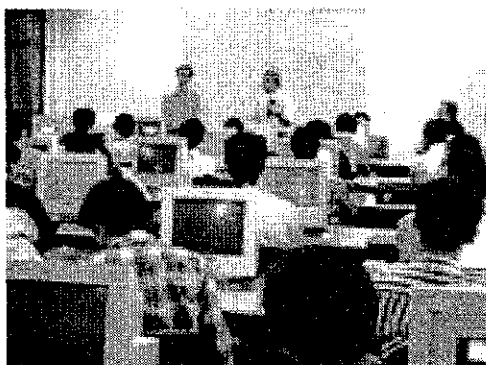
Japanese experts give a lecture on Internet/Intranet.

The trainees received certificates in the Web-base Client/Server System Training Course.

JICA has introduced a pioneering approach to capacity building in its projects. E-Learning was implemented on a trial basis long before it recently began attracting worldwide attention. E-learning is recognized as a useful training method to enhance training opportunities by reusing training content, improve the quality of the training through the utilization of ICTs tools, and reduce training cost.

During the "Philippines Software Development Institute (PSDI) " project which ran from 1995 to 2000, wireless LAN technology was used in lectures on a trail basis from 1997 to 1998. Through this project, JICA contributed to the development of four courses, trained experts, and provided facilities in cooperation with the National Computer Center (NCC). NCC was then able to develop a further 5 courses based on these experiences.

In addition, e-Learning was introduced and utilized in projects such as the "Informatics Training Center Project" carried out in the Republic of Argentina from 1991 to 1996, and the "Information

Technology Upgrading Project" carried out in the Hashemite Kingdom of Jordan from 1999 to 2002.

Through these projects, the training centers and institutions were strengthened in the capacity of instruction, management, and facilities to enable further dissemination of knowledge and skills in this field.

Photograph from the "Information Technology Upgrading Project" in Jordan.

Japanese expert giving a lecture on LAN and WAN.

In addition to training programs for working level ICTs professionals, JICA implements more sophisticated and specific projects to assist in the planning of ICTs and electronic engineering curriculums for higher education. An example of these is the "Polish – Japanese Institute of Information and Communication Technology" project carried out in the Republic of Poland. The aim of the project was to respond to the needs to bring up leading engineers who contribute to development of ICTs technology. JICA provided comprehensive assistance to the Polish-Japan Institute0 of Information. JICA assisted in designing, managing and implementing various ICT courses.

Similarly in the "King Mongkut's Institute of Technology Ladkrabang (KMITL)" project which was carried out in the kingdom of Thailand, JICA provided assistance in fourteen advanced ICT fields with the university, to improve the university's curriculum and raise it's academic research capacity to international levels. Through this project, the university's international research level was successfully raised, and partnerships between Thai and Japanese universities were established and have continued even after completion of the projects.

JICA has also accepted many trainees for ICTs' technical training courses in Japan. For example, the Okinawa International Centre (OIC), one of JICA's eleven training centers in Japan, provides

many ICTs related training courses. In 2002, the OIC accepted over 180 trainees in 16 ICTs training courses. Since the OIC began offering ICTs' related training courses, the number of the trainees has reached nearly 3,000.

From the lessons learned through JICA's experiences in ICTs capacity building, it has been recognized that ICTs capacity building projects require a flexible approach to implementation due to rapid and frequent technological changes and innovation. Based on these lessons learned, JICA use not only long-term experts but also experts on a short-term basis to introduce new technologies and methods based on needs arising out of technological changes in technical collaborative projects, which run for three to five years .

2-4. Improving Efficiency and Effectiveness in Various Projects Through the Utilization of ICTs.

In recent years, JICA has proactively utilized ICTs in various assistance projects. Such ICTs implementations have lead to an improvement in the efficiency and effectiveness of these projects. In addition, it has been recognized that the benefit from using ICTs in these projects reaches not only direct beneficiaries of the project, but also the whole region in the scope of the projects, as well as regions outside the project's original scope.

Utilization of ICTs in projects comprises in such areas as 1) education and training, 2) health and medical care, 3) poverty alleviation, 4) environment and disaster prevention. Below is an example from each area, which sums up the efforts of JICA in the utilization of ICTs in various assistance projects, and the potential for future ICTs implementations.

2-4-1. Education and Training.

The "Information and Communication Technologies Capacity Building at the University of South Pacific" project currently underway at the University of the South Pacific (USP) in the Republic of Fiji, is described as an example of ICTs utilization in education and training projects.

Background, Purpose of the Project and the Utilization of ICTs.

There was a high demand for a top class tertiary institution in the twelve island states. USP, founded in 1969, originally provided correspondence courses via postal mail and audio tutorials via HF radio, but its effect was limited. In 1998, USP constructed a satellite based interactive intra-net (USP-net) between the Fiji main school (hub station) and branch schools (eleven remote stations) in member countries with assistance from Japan, Australia and New Zealand.

However, due to a relative lack of technical capability and experience, the correspondence education content, which made use of high quality multimedia technology, had not been sufficiently developed.

In this project, JICA dispatched experts who gave lectures with the aim of helping staff improve their ICTs skills. JICA also offered training designed to provide LINUX instructor certification. In addition, JICA provided upgraded computers and other devices for remote learning with the aim of upgrading the USP-net system and solving the problems. USP-net is to be extended and will be connected with JICA-net in the near future.

Improvement in Effectiveness and Efficiency Through the Utilization of ICTs.
We see students better utilize ICTs technology in those locations where computer equipment has already been implemented. Furthermore, the university's staff members better utilize multimedia equipment in their preparation of educational materials.

Potential for the Utilization of ICTs in Education and Training, and Lessons Learned.
It can so far be said that ICTs have been effectively implemented in the form of creation of contents, and remote education equipment. The key issue is how to upgrade ICTs skills at the USP site in the future in order to adjust to new state-of-the-art technology and ensure the success of the project.

2-4-2. Health and Medical Care.
The "Project for the Improvement of Health In-service Training System and Program" in the Republic of Ghana is an example of the utilization of ICTs in health and medical care assistance projects.

Background, Purpose of the Project and the Utilization of ICTs.
Since Ghana proclaimed independence, life expectancy at birth has improved from 45 years old to 55 years old. However, improvement to Ghana's infant mortality rate has been too slow. In light of this, the development of medical staff in the field of maternity and child health has been an important issue. Ghana's Ministry of Health had already provided medical staff with In-service Training (IST) to improve health and medical care services. However, such efforts failed to deliver sufficient results due to the lack of comprehensive policies and programs, a training registration and record system, and a shortage of facilities and equipment.

This project conducted surveys on IST needs, the construction of an information system, the preparation of an IST Logbook to record training provided, categorization of training courses, and the construction of Regional Training Centers in the three focusing regions to enable medical staff in

Ghana to provide appropriate services in the field of maternity and child health. The IST information system was positioned as the main focus area of this program, as well as development and implementation of IST Logbook. The IST information system was built specifically to organize and store individual's training records for every stage of their In-Service training, with the aim of improving maternity, child health, and medical services in Ghana.

Improvement in Effectiveness and Efficiency Through the Utilization of ICTs.

Actual records of In-Service Training provided at the region and district levels are being accumulated as data. The data will be scientifically analyzed and will be used to improve the quality of health services in the future.

In the three focusing regions, a systematic IST system now functions as a part of day-to-day operations. This system is gradually gaining a good reputation among other donors and countries in Africa. In regions other than the three prioritized, the importance of the IST system is gaining more awareness, and some regions have started to operate the IST system through their own efforts.

The Potential for Utilization of ICTs in the Field of Health and Medical Care, and Lessons Learned.

The utilization of ICTs in health and medical care projects can be further implemented through statistical analysis using accumulated data, followed by the next step of constructing training designed to achieve various levels of goals. However for this stage there will be challenges relating to the balance between protection of privacy and access to information.

2-4-3. Poverty Alleviation

The "Project on Strengthening Sulawesi Rural Community Development to Support Poverty Alleviation Programs" in Indonesia is an example of the utilization of ICTs in alleviating poverty.

Background, Purpose of the Project and the Utilization of ICTs.

In Indonesia, there is a growing disparity in wealth among the people, as well as between geographical regions such as urban and rural areas, and Java and other islands due to economic development and growth. In light of this, the government is dealing with the problem of poverty as its central goal in national development which aims to achieve "equality and poverty alleviation", as well as the "improvement of quality of human resources" and "economic development and economic structural adjustment."

Under this project, the provincial PMD (Pembangunan Masyarkat Desa, or village development

bureau) of South Sulawesi Province and the district PMD (prefecture development bureau) of Takalar District were designated as our counterpart entities. The purpose of this project was to enhance the ability to prepare and manage residents' participatory village development projects, thus the project focused on constructing a system for alleviating poverty. Under this framework, ICTs were introduced as the tool called *Desa Maju*, information interface, to provide village residents with easy access to various information, which is closely related to their lives, including agriculture; fishery, health, and medical care information. ICTs were used to transmit voice data via servers and telephone lines to public phones or special terminals.

Improvement in Effectiveness and Efficiency Through the Utilization of ICTs.

ICTs provided villagers with a variety of means and better opportunity to access useful information outside the village. Villagers are now able to compare their lives with those outside the village. Thanks to this system, small and mid-sized businesses can better undertake marketing efforts. In addition to this, they have access to a wider market, which in turn stimulates economic activities. Specifically, this project allowed small businesses to identify markets and access market price information. This in turn enables the businesses to become independent of brokers.

Potential for the Utilization of ICTs in Alleviating Poverty, and Lessons Learned

The cost of providing the services for *Desa Maju* is incurred by the sponsors of this project, so that those facing financial hardship can use the system without financial constraint. This means that the villagers can use the services free of charge. Furthermore, terminals use symbols instead of numerical numbers so that illiterate villagers may utilize these systems without difficulty.

* *Photograph from "Project on Strengthening Sulawesi Rural Community Development to Support Poverty Alleviation Programs" in Indonesia*
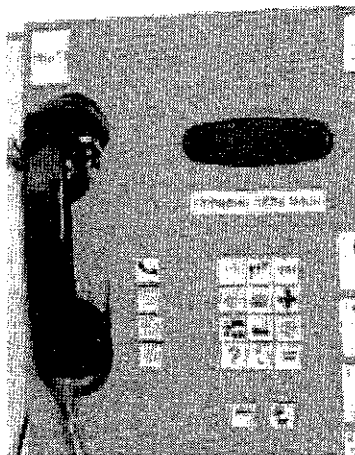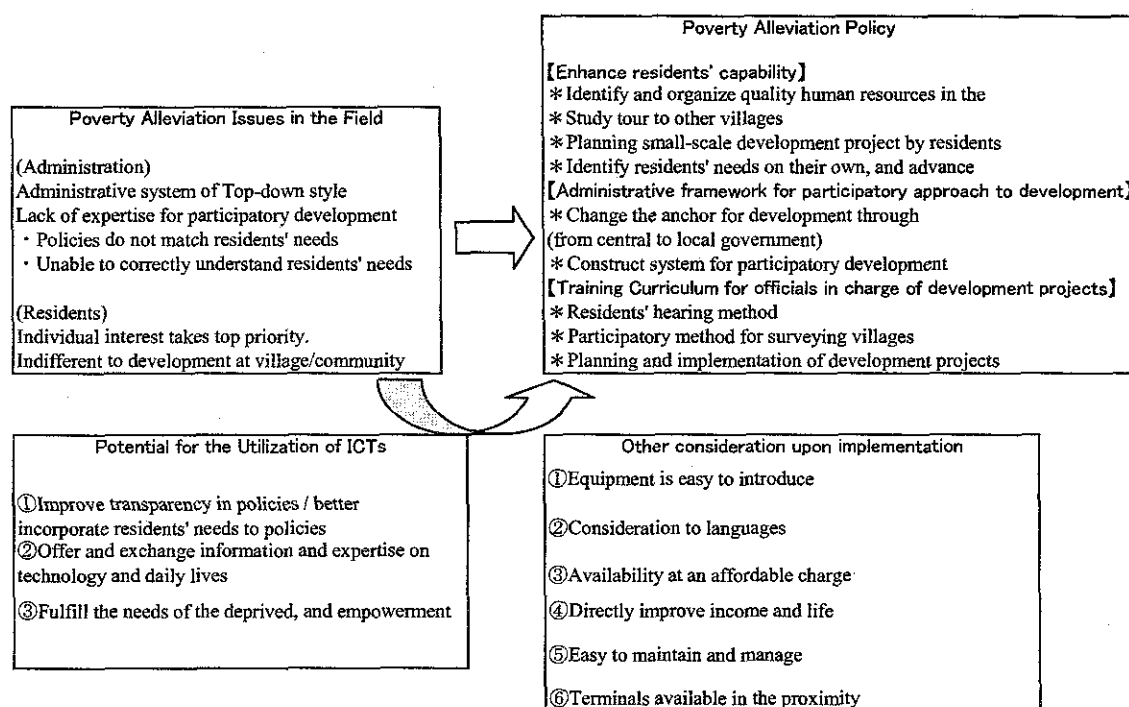

Desa Maju terminal: Functions
are symbolized as a picture.

A person using the Desa Maju System (right)

Potential for utilization of ICTs in poverty alleviation area, using this example, is depicted as follows:

Figure2. Poverty measures and ICTs

Poverty Alleviation Issues in the Field	Poverty Alleviation Policy
(Administration) Administrative system of Top-down style Lack of expertise for participatory development • Policies do not match residents' needs • Unable to correctly understand residents' needs (Residents) Individual interest takes top priority. Indifferent to development at village/community	【Enhance residents' capability】 ＊Identify and organize quality human resources in the ＊Study tour to other villages ＊Planning small-scale development project by residents ＊Identify residents' needs on their own, and advance 【Administrative framework for participatory approach to development】 ＊Change the anchor for development through (from central to local government) ＊Construct system for participatory development 【Training Curriculum for officials in charge of development projects】 ＊Residents' hearing method ＊Participatory method for surveying villages ＊Planning and implementation of development projects

Potential for the Utilization of ICTs	Other consideration upon implementation
①Improve transparency in policies / better incorporate residents' needs to policies ②Offer and exchange information and expertise on technology and daily lives ③Fulfill the needs of the deprived, and empowerment	①Equipment is easy to introduce ②Consideration to languages ③Availability at an affordable charge· ④Directly improve income and life ⑤Easy to maintain and manage ⑥Terminals available in the proximity

Source. P229– JICA(June 2001)
JICA(June 2001), *Information Revolution in Development Assistance*

2-4-4. Protection of the Environment, and Disaster Prevention.

The "Forest Fire Prevention Management Project" in the Republic of Indonesia is an example of the utilization of ICTs in the area of environment. Phase I of the project has been completed and is progressing to Phase II.

Background, Purpose of the Project and the Utilization of ICTs.

Forests in Indonesia are damaged by uncontrollable fire during the dry season every four to five years. Smoke from forest fires reaches not only Indonesian boarders, but also to Malaysia and Singapore. These forest fires have become an international concern to neighboring countries as they affect flight schedules and cause health problems. Putting in place effective measure to manage forest fires is a matter of urgency for Indonesia, and this called for a multifaceted and comprehensive project.

JICA implemented "Forest Fire Prevention Plan I". The aim was to improve the management methods used by the central authorities and regional bureaus for the prevention of forest fire and the extinguishing of such fires in their early stages. ICTs are used as a means to receive and

disseminate forest fire related information via the Internet, as well as through the use of forest fire monitoring systems that receive satellite information.

Improvement in Effectiveness and Efficiency Through the Utilization of ICTs.

An early warning and detection system was constructed using satellite based ICT technology. Specifically, a detection system was constructed which regularly provides hot spot information that is transmitted from the State Forestry and Farm Bureau to state regional forest offices and concession owners. This provides an effective tool to enable fires to be extinguished in their early stages. In addition, residents at the project's site, particularly elementary and junior-high school students, are gaining an awareness of the importance of forest fire prevention and extinguishing fires in their early stages.

Potential for the Utilization of ICTs in the Protection of Environmental Areas, and Lessons Learned.

Potential for the utilization of ICTs in the area of environment and disaster preventing has been recognized in the realization of effective monitoring systems, statistical analysis systems, and disaster warning systems. ICTs can also be a timesaving instrument for disaster prevention and promote inter-regional information exchange.

However, in order to further develop the systems, meteorological, pedological, and land use related information which is sufficient enough for early warning systems to function properly, needs to be sufficiently accumulated and stored by local authorities. In addition, back-up functions (sub-system) are required in case of system-shut down. User-friendly devices in the system make it more effective, however further development of human resource is also required. Furthermore, guidance outside the ICTs area is required if ICTs are to be effectively utilized. This includes changing the residents' traditional life-style, which includes the slash-and-burn style of farming.

3. Prospects: Assisting in the Introduction of ICTs, Facilitating Further Utilization of ICTs, and Promoting Information and Knowledge Sharing.

ICTs have an immense impact on virtually all aspects of our lives. Thus, providing an environment in which every human being can use ICTs at an affordable cost, is an important challenge. As is stipulated in a series of "e-Japan" programs, Japan is promoting initiatives to solve the digital divide through international cooperation, including technical assistance to developing countries. In the e-Japan Strategy II (2003), Japan aims to construct network infrastructure, promote e-commerce, and

establish digital content distribution mechanisms for further cooperation under the global partnership. Examples of such initiatives in the Asian region are "Asia Broadband Program" for enhancing network infrastructure and "Asia IT Initiative" for ICTs capacity building.

Along with such initiatives by the Japanese Government, JICA makes efforts to make its cooperation more effective. For this purpose, in 2003, JICA elaborated its cooperation strategies in the field of ICTs and set mid-term objectives based upon five strategic goals. JICA intends to further enhance its assistance to achieve those mid-term objectives.

Strategic Goals	Mid-term objectives
1) Assisting to create enabling environment at policy level.	1-1) Establishment of telecommunication policy. 1-2) Establishment of IT industry development policy. 1-3) Establishment of policy to solve the internal digital divide. 1-4) Establishment of policy to protect ICT users.
2) Enhancing ICTs capacity building in Japan and developing countries.	2-1) Capacity building of engineers and instructors. 2-2) Capacity building of policy makers.
3) Developing information and communication infrastructure.	3-1) Development of telecommunication infrastructure. 3-2) Establishment of telecommunication hub.
4) Promoting ICTs applications in development projects.	4-1) Establishment of e-government. 4-2) Promotion of ICTs applications in various sectors.
5) Enhancing better project management and implementation through ICTs utilization.	5-1) Dissemination and transfer of existing knowledge. 5-2) Share and creation of knowledge based on experiences.

For example, JICA recognizes the effectiveness of cooperation in the field of distance learning technologies, and takes a proactive approach in the implementation of distance learning and e-Learning methods, and developing contents and methods. Thus, JICA has recently introduced distance learning training using JICA-net and is cooperating with World Bank Institute to link JICA-net and the World Bank's Global Development Learning Network together so as to enhance JICA's training capacity worldwide. The important challenge in the future is to provide an arrangement so that the contents and methods developed will be shared among many projects.

JICA also acknowledges that education, knowledge, information, and communication are a core factor in human progress, and capacity building in ICTs literacy and universal education is indispensable in gaining the benefit offered by the information society. Thus, JICA will focus more on people with disabilities, the needy, and gender equality.

The utilization of ICTs relates to all fields of development activities. JICA intends to further promote effective and efficient utilization of ICTs in its cooperation in various sectors. To do so, it is essential to share what we learn from our collaborative efforts in the utilization of ICTs, by systematically arranging our expertise. JICA, therefore, attaches importance to enhance knowledge sharing with people in developing countries and related organizations.

To strengthen the efforts to utilize ICTs to build an inclusive Information Society, JICA recognizes that a new forms of solidarity, partnership, and cooperation among governments, the academic sector, industry, and NGOs is indispensable. JICA's projects have been participated and supported by various organizations in government, industry, and academic sector who have contributed to the dispatch of experts as well as acceptance of trainees in Japan. It is important to note that human networking has been built through JICA's projects and maintained or extended even after completion of the projects. ICTs can contribute by creating opportunities to create and strengthen such global partnerships and human networking with the aim of realizing an information society.

For better tomorrow for all.
Japan International Cooperation Agency

Promoting ICTs for Development

- Japan's Cooperation -

〔仮訳〕

1. 開発援助における IT 活用の世界的な流れ

1-1. デジタル・デバイドを越えて

20 世紀末の IT 革命以降、IT は経済的、社会的そして人的な発展を促進させ、市民生活の向上に重要な役割を果たすと期待されている。

2003 年 1 月に開催された世界情報社会サミットアジア太平洋地域会合においても、情報社会は地域経済、社会、文化及び技術開発を加速、改善するものとして、情報通信技術を社会のあらゆるレベルにおいてフルに活用し、多様性や文化的遺産を大切にしつつ、すべての人が情報ネットワークを利用することで生み出される便益を分かち合うべきであることが強調されている。

開発途上国では、IT の利活用による潜在的な資源の有効活用が成長の促進につながることから、大きな便益を享受できる可能性は高い。しかし実際には、開発途上国が IT の導入や利活用を図る上で、費用面、技術面、そして人的資源の面で様々な障害が残っている。そのため、IT を活用できる側と、できない側との間で「デジタル・デバイド」と呼ばれる格差が発生している。国際的なデジタル・デバイドの解消には、国際社会が協力して開発途上国の国民階層が広く IT を利活用できる機会を持つことが急務となっている。

IT の普及は潜在的に大きな成長をもたらすというデジタル・オポチュニティの視点から、国際社会は共同して開発途上国の IT 導入・利活用に取り組んでいる。

1-2. 日本の開発支援の流れ

2000 年 7 月、日本政府は九州・沖縄サミットに先立ち、「国際的な情報格差問題に対するわが国の包括的協力策」を発表した。IT 分野は民間主導で発展する分野であり、公的部門の役割は民間の積極的な取り組みに対して政策及び人材育成等を中心に補完的に協力するという基本的な立場に立った上で、国際的なデジタル・デバイド解消のために 2000 年から 5 年間で総額 150 億米ドル程度を目途に公的資金（ODA 及び非 ODA）による包括的な協力策を用意することを表明した。その 4 本柱は次のとおりである。

① 政策・制度作りへの知的貢献
② 人造り（研修、人材育成）
③ 情報通信基盤の整備・ネットワーク化支援
④ 援助における IT 利用の促進

また、2000 年 7 月に九州・沖縄サミットにおいて G8 共同で採択された「グローバルな情報社会に関する沖縄憲章（IT 憲章）」でも、国際的なデジタル・デバイド解消の重要性が指摘された。これを踏まえて、2000 年に策定された「IT 基本法」及び 2001 年に策定された「e-Japan 戦略」、「e-Japan 重点計画」、「e-Japan 2002 プログラム」において、開発途上地域に対する技術協力、国際的な協調・貢献の推進等が明記され、日本は国際的なデジタル・デバイド解消に向けた取り組みを進めている。さらに、2003 年の「e-Japan 戦略 II」、「「e-Japan 重点計画 2003」では、IT を軸とした新たな国際関係構築の推進が表明されている。

1-3. IT 人材育成及び各分野での IT 利活用の動向

　これまで IT 分野における国際協力は、開発途上国における情報通信基盤の整備・強化中心の支援が多かった。それら支援に加えて、IT 通信基盤の効率的活用や IT の可能性を拡げるソフトウェア及びコンテンツの開発等への必要性から、IT 人材育成のニーズが注目を集めるようになっている。

　日本はこの点を重視して、多角的な視点から IT の利活用による効率的で効果的な国際協力の推進に取り組んでいる。

2. IT 分野における JICA の協力

2-1. IT 活用促進のための開発プロジェクトの戦略目標

　日本政府は IT 分野における国際協力を積極的に拡大させている。日本の主要な ODA 実施機関である JICA は、前述の「包括的協力策」において示された4つの柱の考え方を基に、IT 分野における技術協力促進に向けて次の5つの開発戦略目標を設定している。

① IT 政策策定能力の向上
② IT 人材の育成
③ 通信基盤の整備
④ 各分野への IT 活用による効率・効果の向上
⑤ IT 活用による援助における効率・効果の向上

　①～③は IT そのものを直接課題としており、デジタル・デバイドの解消及び、デジタル・オポチュニティの提供に直接寄与する。④と⑤は各分野での IT の利活用を目標にしている。JICA はこれまでに IT 分野案件として合計94件の開発支援プロジェクトを実施しており、それらには、政策提言の専門家の中長期にわたる派遣、人材育成機関の設立・拡大、インフラ整備、開発プロジェクトの各分野での IT 応用等の支援が含まれる。さらに JICA は、J-net と呼ばれる遠隔技術協力システムの活用により、従来のプロジェクトをサポートしている。

図表1　JICA の IT 分野関連案件（2003 年現在）
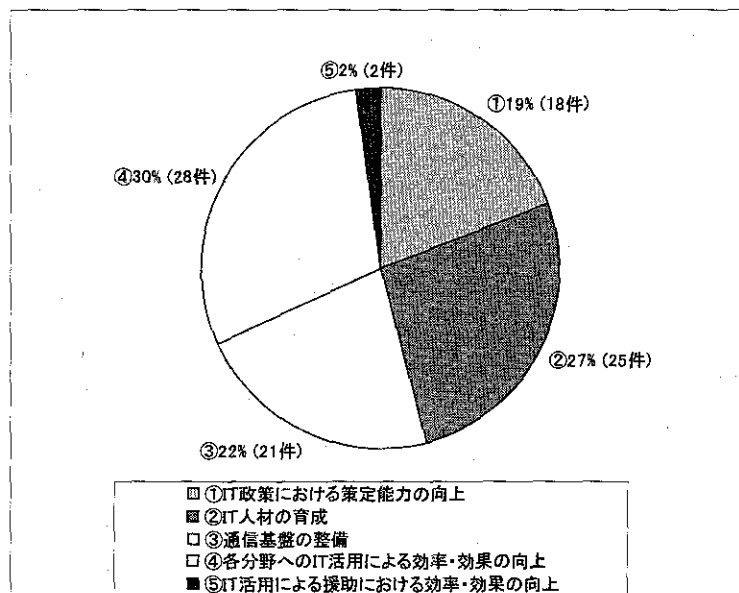
2-2. JICA のこれまでの実績：IT 人材の育成と開発プロジェクトへの IT の応用

　　対象地域は全世界に及び、対象者は政策担当者、下位から高度にわたる IT 関連技術者、大学や研究機関の研究者や教育者など様々な分野の人材育成、さらにそれら人材を育成する組織の設立・拡大に協力している。さらに、貧困・医療・教育・環境などの分野のプロジェクトにおいて、さらなる効率と効果の向上を目的とする IT の利活用促進を図っている。

　　「IT 人材の育成」と「IT 活用による開発プロジェクトの効率・効果の向上」の促進支援の分野において、JICA は証明済みの実績を有している。プロジェクトの事例には以下のようなものがある。

2-3. IT 人材の育成促進

　　IT 人材の育成は、開発途上国のニーズも高く JICA の IT 分野の協力の主流である。既にこの分野は 25 件のプロジェクトが実施されている。

　　JICA はそれらのプロジェクトにおいて、各国で IT 推進のキーパーソンを育成し、自力で IT 資源の開発を進めていく体制を確立・強化するための支援に重点を置いている。具体的には指導的な役割を果たす政策担当者、IT 技術者、研究者、講師などの人材を対象とした重点的な育成を、開発途上国と同様に日本においても進めている。さらに、人材育成訓練・研修カリキュラムや育成方法の改善といった人材育成システムの確立により、開発途上国において IT 人材育成センターの発展を支援している。そのための方策として、日本の専門家の派遣や人材育成設備の提供を実施している。

　　今後は、国民の IT リテラシー向上、IT 専門家水準の向上など、一貫した方策が構築されるよう支援すること、そして成功事例をモデルケースとして成果の普及促進を目指している。

　　JICA は相手国のニーズ・レベル、その年代の技術に合わせて多くの人材育成プロジェクトを実施してきた。産業の即戦力としてニーズが高い IT 技術者の育成については、古くは 1980 年代から実施しており、開発途上国の政府系研究機関や研修機関、大学などと協力して幅広く取り組んでいる。例えばヴィエトナムの「情報処理研修計画」プロジェクトでは、IT に対する産業のニーズに応えるため、研修カリキュラムの設計、研修コース及び研修機関の管理、研修や施設の提供などが JICA によって実施された。1997 年～2002 年の間にヴィエトナム国家大学と協力して、情報処理に関連する 7 カテゴリー96 コースの開発が実施された。受講者は 3000 人以上に及び、コース修了に際しては認定が与えられた。このほかにも多数の特別セミナーや個別企業を対象とした研修コースを実施した。この研修には、政府、大学、国営・民間企業など多様な組織からの参加があり、ヴィエトナムにおける IT スペシャリストの育成に広く貢献している。

ヴィエトナムの「情報処理研修計画」プロジェクト
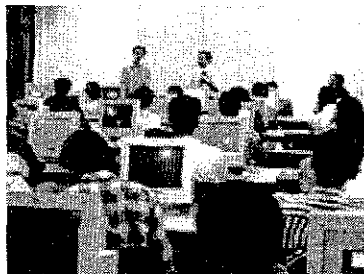
日本人専門家が Internet と Intranet について講義　　　　　受講生が研修コースの修了証を受領

　　IT 人材育成の手法面でも、JICA はプロジェクトで先駆的な取組みを行ってきた。e ラーニングは、

近年世界的に注目され始める以前に、実験的に導入済みであった。研修コンテンツの繰返し利用、IT手法の活用による研修の質の改善、研修コストの削減等により、研修機会を促進することのできる有益な手法としてeラーニングは認識されている。

1995年～2000年にかけてフィリピンで実施された「ソフトウェア開発研修所」プロジェクトにおいては、1997年～1998年にかけて無線LANを講義に実験的に活用した。このプロジェクトを通じて、JICAは4コースの開発、研修を受けた技術者の養成に貢献するとともに、国立コンピューター・センター（National Computer Center : NCC）と協力して設備を提供している。その際の経験に基づき、その後NCCはさらに5コースを開発することができた。

1991~1996年に実施したアルゼンチンの「情報処理研修センター」プロジェクトや、1999年～2002年に実施したヨルダンの「情報処理技術向上」プロジェクトにおいて、eラーニングは導入・活用されている。

研修センターや研究機関はこれらのプロジェクトを通して指導能力や管理能力の強化を図り、さらなる知識やスキルの普及が可能となっている。

ヨルダンの「情報処理技術向上」プロジェクト
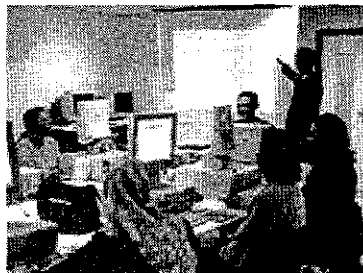
日本人専門家がLANとWANについて講義

また、実践的なIT技術者育成だけではなく、高等教育におけるIT・電子工学のカリキュラム作成支援など、高度で特化した内容のプロジェクトも実施している。例えばIT技術の発展に貢献する指導的な技術者の育成というニーズに応える目的から、ポーランドにおいて「ポーランド・日情報工科大学」プロジェクトが実施された。JICAはポーランド・日情報工科大学への総合的支援の提供として、様々なITコースについての設計、管理、実施の支援を行っている。

タイで実施された「キングモンクット工科大学ラカバン校情報通信技術研究センター」プロジェクトでも、大学のカリキュラム改善や学術研究能力を国際的水準まで高めることを目的とした、14の先端IT分野において大学側と共同で支援を行っている。これにより大学の研究水準は著しく上昇したとともに、タイと日本の大学間のパートナーシップが確立され、プロジェクト終了後もなおその関係は継続されている。

JICAは日本においても数多くのIT技術研修コースの受講者を受け入れている。例えば日本に11ヶ所設置されているJICAの研修センターのうちの1つである沖縄国際センター（Okinawa International Centre : OIC）では、多くのIT関連の研修コースを提供しており、2002年には16の研修コースにて180名を超える受講者を受け入れた。OICがIT関連の研修コースを提供し始めて以来、受講者の総数は3,000名近くにも達している。

急速化、頻繁化された技術変化及び技術革新により、IT人材育成プロジェクト実施には柔軟なアプローチが求められるようになった、との認識がJICAの経験を通じてなされ続けてきた。それらの教訓からJICAでは、3年から5年かけて実施される技術協力プロジェクトにおいて、技術変化によって必要となってくる新たな技術や手法を導入するため、長期的のみならず短期的な専門家の派遣

も行っている。

2-4. 各プロジェクトへの IT 活用による効率・効果の向上

　JICA は、近年では各援助案件について IT の積極的活用を行っている。結果として IT の活用はプロジェクトの効率・効果の向上へとつながっている。さらにプロジェクトにおいて IT 活用から生じる便益は直接的な受益者のみならず、プロジェクトが対象とする以外の周辺地域を含む地域全般にまで広がっている。

　今回は、（１）教育・研修、（２）保健・医療、（３）貧困削減、（４）環境保全・災害予防の各分野における援助案件の中から、プロジェクト中での IT 活用の取組事例を紹介し、今後の IT の活用形態や留意点、教訓を整理する。

2-4-1. 教育・研修分野

　教育・研修分野における IT 活用としては、現在も進行中のプロジェクトとして、フィジー国の「南太平洋大学（The University of The South Pacific：USP）での「遠隔教育・情報通信技術強化プロジェクト（Information and Communication Technologies Capacity Building at the University of the South Pacific）」がある。

◆プロジェクトの背景と IT 活用の目的

　地域島嶼国 12 カ国ではトップクラスの第三次教育（大学レベル）機関への強い要望があった。USP は 1969 年の設立当初、郵便による通信教育に加えて、短波による音声チュートリアルを交えた教育方法を採用していたが、その効果は限られたものであった。1998 年には、日本、オーストラリア、ニュージーランドの協力により、フィジー本校（ハブ局）と加盟各国の分校（リモート局 11 ヵ所）との間で、衛星イントラネット（USP-Net）の構築に着手した。

　しかし、技術力や経験の不足から、質の高いマルチメディア技術を用いた遠隔教育コンテンツの開発は十分になされていなかった。

　本プロジェクトでは、現地スタッフの IT スキル改善を目的とした講義実施ための専門家派遣や、Linux 指導資格の取得を目指した研修を行っている。さらに USP-Net の機材システムのアップグレードのために、コンピュータや遠隔教育用機材の供与を実施し、より良い人材育成環境の提供を行っている。USP-Net は近い将来に J-Net と接続し、拡張される予定である。

◆IT 活用による効果、効率性の向上

　コンピュータ機材が既に設置されたところでは、学生達による活用が進んでいることが確認されている。また、大学スタッフも教材の準備等のためにマルチメディア関連機材を有効活用している。

◆教育・研修分野における IT 活用の可能性と留意点

　コンテンツの作成や遠隔教育機材の設置といった視点から、IT はこれまでのところ有効活用されているといえる。今後に向けての重要な課題として、USP が新たな最先端技術に対応するため、そしてプロジェクトの成功を確実なものとするための IT スキルのアップグレードをいかに行うか、が挙げられる。

2-4-2. 保健・医療分野

　保健・医療分野における IT 活用としては、ガーナにおける「母子保健医療サービス向上プロジェクト（Project for the Improvement of Health In-Service Training System and Program）」がある。

◆プロジェクトの背景とIT活用の目的

　ガーナでは、出生時平均余命は、独立時の45歳から、現在では55歳まで改善されるなど成果を挙げてきたが、乳児死亡率の改善は遅れていた。このような状況下、母子保健医療分野に従事する医療スタッフの育成が重要課題として扱われてきた。ガーナ保健省では、保健医療サービスの向上を目指し、現職研修（In-service Training: IST）の実施による医療スタッフの育成を既に行っている。しかし、体系的な政策やプログラムの下に実施されてこなかったことや、研修登録・記録システム及び設備・機材不足未整備のため、十分な成果が挙がっていなかった。

　本プロジェクトでは、母子保健医療サービス従事者を対象に、研修機能強化に必要な機材・設備の整備、研修環境の整備のために、現職研修ニーズ調査、情報システムの構築、研修手帳の作成、研修コースの分類、重点3州への州研修センターの整備を行うことを目的としている。この中で、IST情報システムは、研修手帳の開発・運用と並んでプロジェクトの中心に位置付けられ、特に、ガーナにおける母子保健医療サービス改善を目指し、現職の段階的な研修記録を整理、蓄積するために構築された。

◆IT活用による効果、効率性の向上

　郡・州レベルで行われる現職研修の実態がデータとして収集されるようになった。このデータを科学的に分析することによって、将来の保健サービスの質の改善に活用されることが期待できる。
　重点3州において、体系的現職研修システムが通常業務として機能し始めており、ガーナ側関係者のなかで、同システムに対する評価が高まっている。さらに重点3州以外の地域でも現職研修システムの重要性についての認識が高まっており、自助努力により現職研修システムを運用し始める等の活動が見られる。

◆保健・医療分野におけるIT活用の可能性と留意点

　保健・医療分野プロジェクトにおけるIT活用は、個人データの蓄積をベースにした統計分析、およびそれに基づくステップとしてのレベル別研修システムの構築によってさらに促進可能であると考えられる。ただその際には、特に、個人情報の扱いに伴うプライバシーの保護と情報アクセス権をどのように設定するかが課題となる。

2-4-3. 貧困削減分野

　貧困削減分野におけるIT活用としては、インドネシアにおける「スラウェシ貧困対策支援村落開発計画（Project on Strengthening Sulawesi Rural Community Development to Support Poverty Alleviation Programs）」がある。

◆プロジェクトの背景とIT活用の目的

　インドネシアでは、開発と経済成長が進むにつれて都市部と農村部、ジャワ島とその他の地域など、国民の間に貧富の差と地域格差が拡大しつつあった。このため、同国政府は、「人的資源の質的向上」「経済発展と経済構造調整」とともに「平等と貧困軽減」を国家開発の中心目標に掲げ、国家的事業として貧困対策に取り組んでいる。
　本プロジェクトは、南スラウェシ州（South Sulawesi Province）村落開発局（州PMD：Pembangunan Masyarkat Desa）及びタカラール県（Takalar District）村落開発局（県PMD）をカウンターパート機関として、貧困削減のための体制づくりに力点を置き、住民参加型村落開発事業の立案・運営能力を強化することを目的としていた。この中で、ITは、村落住民が農業、漁業、保健医療等、生活に

関連する情報を簡便に入手・共有する手段「デサ・マジュ（Desa Maju）」として位置付けられ、サーバーから電話回線を利用して専用電話機または公衆電話へ音声情報を伝達する形式で用いられた。

◆IT活用による効果、効率性の向上

　村民にとっては、情報入手手段が多様化し、村落外部からの有用な情報が入手する機会が増え、外部との比較を通して各人の生活を改善する契機となった。また、中小企業家にとっては、マーケティングが容易になるとともに、商域の拡大により経済活動の活性化が可能となった。とりわけ市場の模索や市場価格情報へのアクセスが容易になったことから、中小企業家は仲買人から独立した事業を行うことが可能となった。

◆貧困削減分野におけるIT活用の可能性と留意点

　今回のプロジェクトでは、貧困層の金銭的制約を考慮した上で利用便宜を図るため、デサ・マジュのサービスに係る費用はスポンサーが負担し、村落民の利用は無料にした。また、電話機や文字に馴染みのない村落住民でも活用できるよう、電話機は番号ではなくサービス内容を表すシンボルで構成された。
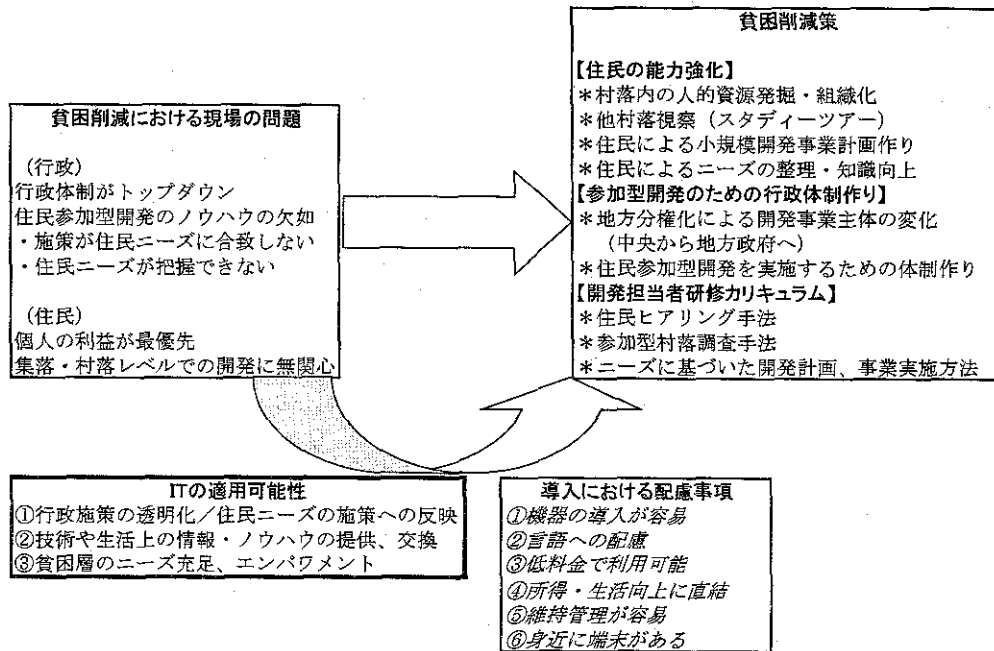
インドネシアにおける「スラウェシ貧困対策支援村落開発計画」プロジェクト
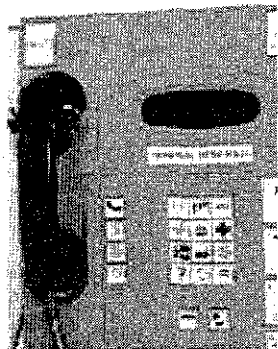
Desa Maju ターミナル：機能がシンボルで表示　　　　　Desa Maju を使っている様子

　本プロジェクトをもとに、貧困削減分野におけるITの活用可能性を示すと、以下の図のとおりとなろう。

図表 2 貧困対策と IT

貧困削減策

【住民の能力強化】
＊村落内の人的資源発掘・組織化
＊他村落視察（スタディーツアー）
＊住民による小規模開発事業計画作り
＊住民によるニーズの整理・知識向上
【参加型開発のための行政体制作り】
＊地方分権化による開発事業主体の変化
　（中央から地方政府へ）
＊住民参加型開発を実施するための体制作り
【開発担当者研修カリキュラム】
＊住民ヒアリング手法
＊参加型村落調査手法
＊ニーズに基づいた開発計画、事業実施方法

貧困削減における現場の問題

（行政）
行政体制がトップダウン
住民参加型開発のノウハウの欠如
・施策が住民ニーズに合致しない
・住民ニーズが把握できない

（住民）
個人の利益が最優先
集落・村落レベルでの開発に無関心

ITの適用可能性
①行政施策の透明化／住民ニーズの施策への反映
②技術や生活上の情報・ノウハウの提供、交換
③貧困層のニーズ充足、エンパワメント

導入における配慮事項
①機器の導入が容易
②言語への配慮
③低料金で利用可能
④所得・生活向上に直結
⑤維持管理が容易
⑥身近に端末がある

出所： JICA(2001) 『国際協力の変革へ向けて』p229 より抜粋

2-4-4. 環境保全・災害予防分野

　環境分野における IT 活用としては、インドネシアにおける「森林火災予防計画（The Forest Fire Prevention Management Project in the Republic of Indonesia）」がある。本プロジェクトはフェーズ I が終了し、現在フェーズ II に入っている。

◆プロジェクトの背景と IT 活用の目的

　インドネシアの森林については、特に 4〜5 年おきに訪れる異常乾季に火災被害が大きく、火災により発生した煙がインドネシアのみならず、近隣のマレイシアやシンガポールにまで航行障害や健康障害をもたらし国際問題となっていた。森林火災対策はインドネシアにとって危急の課題であり、これに対する多面的、総合的なプロジェクトが必要となっていた。

　JICA では、中央レベルでの森林火災早期対応手法と、地域レベルでの森林火災予防及び初期消火手法を改善することを目的として、森林火災予防計画 I を実施した。その中で IT は、衛星情報利用による森林火災のモニタリングや、インターネットを用いた森林火災関連情報の受発信手段として活用された。

◆IT 活用による効果、効率性の向上

　IT 技術を基にした衛星の利用により、早期警戒・発見システムが確立された。特に、発見システムが常時提供するホットスポット情報が、州林政農園局を通じて州現地営林署やコンセッション保有者に通達されるよう確立され、初期消火に役立っている。また、小中学生を中心に、プロジェクトサイトの住民にも森林火災予防、初期消火の重要性について理解されつつある。

◆環境保全分野における IT 活用の可能性と留意点

　環境保全・災害予防分野における IT 活用の可能性を考えると、モニタリングシステム、統計解析

システム、災害警報システムとしての活用が有効であると考えられる。また、ITは災害予防や各州間の情報交換のための時間節約手段にもなりうる。

ただし、システムとしての完成度を高めるためには、たとえば、早期警戒システムとしての役割に堪え得るだけの気象情報、土壌情報、土地利用情報が地元に十分蓄積されていなければならない。また、システムダウンに備えたバックアップ機能（サブシステム）も必要となる。利用者に優しい配慮をシステムに施したことは非常に効果的であったが、人的資源の発展もまた求められる。さらに、住民の伝統的生活様式である焼畑農業を改善させなければならないなど、IT を効果的に活用するためには、IT 分野以外での指導取組も必要となる。

3. 展望 ～ IT 導入支援、利活用推進、情報・知識の共有化へ ～

IT は人間生活のあらゆる局面で計り知れないほどの影響をもたらすがゆえに、誰もがどこでも手頃な価格でIT を利用できる環境を整えることが重要な課題となっている。一連の「e-Japan」プログラムの中でも明記されている通り、日本は開発途上地域に対する技術協力等の国際的な協調・貢献を行うことにより、デジタル・デバイド解消に向けた取組みを率先して推進している。2003 年の「e-Japan 戦略 II」では、世界的な問題解決に向けたさらなる協力として、情報通信基盤を構築した上で、e-commerce（電子商取引）の促進及びデジタル・コンテンツ普及のためのメカニズム確立を目指している。例えば、アジア地域においては、情報通信基盤の整備促進のための「アジア・ブロードバンド計画（Asia Broadband Program）」、IT 人材の育成のための「アジア IT イニシアチブ（Asia IT Initiative）」などを率先して推進している。

JICA は、日本政府の方針に則して、協力をより効果的なものとするための努力を行っており、2003 年にはIT 分野における協力戦略を綿密に練り上げている。さらに５つの開発戦略目標に基づいた中期目標を設定し、その達成に向けたさらなる支援の促進を予定している。

戦略目標	中期目標
1)IT 政策策定能力の向上	1-1) 遠距離通信政策の確立 1-2) IT 産業発展政策の確立 1-3) デジタル・デバイド解消政策の確立 1-4) IT 利用者保護政策の確立
2)IT 人材の育成	2-1) 技術者や指導者の人材育成 2-2) 政策担当者の人材育成
3)通信基盤の整備	3-1) 遠距離通信インフラの発達 3-2) 遠距離通信の中心地（ハブ）の設立
4)各分野への IT 活用による効率・効果の向上	4-1) 電子政府の設立 4-2) 各分野への IT 応用促進
5)IT 活用による援助における効率・効果の向上	5-1) 既存知識の移転及び伝達 5-2) 経験に基づいた知識の創造と共有

上記の例として、現在、JICA は遠隔技術協力の有効性を認識した上で、遠隔講義、e-Learning のコンテンツや手法の開発及び活用の実施に向けて、先を見据えたアプローチにより取り組んでいる。JICA は近年、J-net を用いた遠隔講義システムを構築しており、また、世界レベルでの研修能力促進

の目的から、J-net と世界銀行の GDLN（Global Development Learning Network）との結び付きを世界銀行研究所（WBI）と協力して行っている。今後は開発されたコンテンツや手法をより多くのプロジェクトで共同利用していく仕組み作りが重要な課題である。

　JICA は、教育、知識、情報、およびコミュニケーションが人間の成長に必須であり、情報社会からの果実を得る上で IT リテラシーや普遍的な（universal）教育による能力向上（capacity building）が必要不可欠という認識の下、身障者や経済的に恵まれない人々やジェンダーの視点等に対してより一層の配慮を行う。

　IT 活用は開発活動全分野に関わる。JICA は各分野における協力について、IT の効果的・効率的活用をさらに推進させていく予定である。そのためには、分野別知識の体系的整理により、IT 利用促進活動から導き出された教訓を共有することが必要不可欠である。それゆえ、開発途上国や関係機関の人々とのナレッジ・シェアリング（知識共有）の推進に重点が置かれることになる。

　包括的な情報社会の構築を目的とした IT 活用の促進強化のためには、政府、大学、企業そして NGO の間で新たな形態による連結、共同、協力等が不可欠であると考えられる。JICA のプロジェクトは、日本での研修の受け入れや専門家の派遣に貢献した政府、大学、企業等、様々な機関からの参加や支援を受けている。プロジェクトを通してヒューマン・ネットワークが築かれ、プロジェクト終了後もなおそれが持続、あるいはさらに拡大していることは注目に値する。IT は情報社会の実現を目指して、世界規模のパートナーシップやヒューマン・ネットワークを創出・強化する機会を作り出すのに役立っている。

Questionnaire Sheet for Evaluation Study on
Japanese Technical Cooperation for
The Project on the Research Center for
Communications and Information Technology of KMITL
in Kingdom of Thailand

Objective of the Questionnaire Survey:

The Japan International Cooperation Agency (JICA) is currently conducting a synthesis evaluation study on its Technical Cooperation Projects in the Information and Communication Technology (ICTs) worldwide. The objective of the study is to learn from the lessons and recommendations of the past projects for future project formulation in the field of ICTs, aiming at more effective implementation of Japanese technical cooperation. As part of the study, the Project on the Research Center for Communication Information Technology of KMITL in Thailand (Oct.1, 1997-Sept.31, 2002) has been selected as a case study.

The overview of the Project on the Research Center for Communication Information Technology of KMITL (hereinafter referred to as "the Project") was to contribute to enhance the research capability of ReCCIT and to upgrade the research program for graduate students to international level.

This questionnaire is prepared as one of the tools to collect data and information for the study. We will make sure that your responses in the questionnaire are not used for any purpose apart from the study.

We thank you for your cooperation in advance

NOTE 1: "The project" in the questionnaire sheet stands for the technical cooperation project "Project on the Research Center for Communication Information Technology of KMITL".
NOTE 2: Please use separate sheets if needed.

I Review of the Project

1. Are there any activities in your organization which the experience of the project have been put into practical use?

(Please tick √ **one or more** relevant answer)

- ☒ Research theme
- ☒ Training methods
- ☐ Curriculum Development
- ☐ Needs assessment
- ☒ Equipments and facilities
- ☒ Educational materials development
- ☐ Others (please describe below)

2. How do you evaluate the project and its outcome at this point (2003)?

The project is quite successful in its mission of establishing research institute, and producing academic outputs (papers). We are below the target in terms of transforming academic work into industrial products.

| **II** | **Training Course(s) Established through the Project** |

1. Do you still run any of the training course(s) by the project? (Please tick √ one relevant answer)

    ☐ Yes   → Go to 2.   ☒ No   → Go to 3.

2. In case you answered "YES",

2-1 Please write down the following information of the training course(s).

    a) Name of the course

    b) Training period

    c) Total training hours

    d) Participants of the course (in one course / total number so far)

    e) Target user of the course

    f) Course outline/overview

2-2 Is there any changes/modification made for the training course(s)? (Please tick √ one relevant answer)

    ☐ Yes   → Go to 2-2-1)   ☐ No   → Go to 2-2-2)

2-2-1 In case you answered "Yes",

    a) What kind of changes/modifications has been made?

    b) Please write down the reason for changes/ modification.

2-2-2 In case you answered "No", please identify reasons from the following options.

    (Please tick √ **one or more** relevant answer)

        ☐ a) The course content still meets the current needs of the participants and the industry

        ☐ b) It is difficult to change the course (s) content. (Please describe the difficulty below)

        ☐ c) Others (Please describe below)

3. In case you answered "NO" at II-1,

3-1 Please write down what course(s) have been cancelled.

    The Project is uniquely different from other JICA project. During the project we did not have a kind of training programs, common in other JICA technical cooperation projects. In this Project, JICA provided support for students/researchers to be trained (work) in Japanese research laboratories. After the project, such activities are terminated. Only some laboratories that are still supported in terms of Japanese short-term expert visits. Through those visits, those experts and Thai counterparts may arrange training in their laboratories.

3-2 Please identify the reasons why you have stopped running the training course(s)

    (Please tick √ **one or more** relevant answer)

        ☐ a) The course(s) has not been favored by the participants.

        ☐ b) The contents of the course(s) does not match the needs of the participants and the industry.

        ☒ c) Others (Please describe below)

In this Project, we did not have such formal training courses. The main expert activity is to provide academic/research advice. See Answer in 3.1 for more information.

| **III** | **Training Course(s) which the Experience of the Project have been Applied** |

1. Are there any additional training course(s) which utilize the experience of the project?
(Please tick √ one relevant answer)

☒ Yes → Go to 2. ☐ No → Go to IV.

2. In case you answered "YES",

2-1 Please write down the following information about the course(s).

 a) Name of the course(s)

 b) Training durations/ timing

 c) Training hours

 d) Size of each course(s) (in one course / total number so far)

 e) Target user of the course

 f) Course outline/overview

 g) Training fee

By the nature of the Project, we did not arrange a training course. However, during the Project, we have organized international academic conferences under advice and support from Japanese experts. Experience gained from that activity has later been used to organize other conferences with similar nature.

2-2 Please describe what kind of essence/components of the project has been utilized to the program.

Management and how to organize international conference.

| **IV** | **Organization** |

1. Do you find any organizational changes (positive/ negative) after the project? (Please tick √ one relevant answer)

☒ Yes ☐ No

2. In case you answered "YES", please tick √ **one or more** relevant answer from the following options, and write down WHAT kind of changes are found and WHY.

 ☐ Institutional Aspects

 ☒ Financial Aspects: support for attending international conference has been reduced

 ☐ Role of the organization in Thailand

 ☐ Role of the organization outside Thailand

 ☐ Expectation toward the organization in Thailand

 ☐ Expectation toward the organization outside Thailand

 ☐ Others (please write down below)

| **V** | **Training Course of ReCCIT of KMITL** |

1. Popular training course of ReCCIT of KMITL

1-1 Please indicate the current popular training course in your organization.

a) Name of the course

b) Overview of the course

<u>By the nature of ReCCIT, we are a research institute so we do not directly offer training courses.</u>

c) Reasons for its popularity

1-2 Please write down how you meet the expectations of the participants and the needs of the industry.

<u>n/a</u>

2. Similar training courses by the other public/ private companies

2-1 Are there any similar training courses run by the other organizations? (Please tick √ one relevant answer.)

☐ Yes   ☐ No

2-2 (For those who answered "YES"), do you find any positive/ negative impact from those other organization(s) activities? If so, please write down those influences.

<u>n/a</u>

3. The advantage of the ReCCIT of KMITL

3-1 Please describe the advantages of your training course compared to those of the other public/ private organization(s) if any. (Please tick √ <u>one or more</u> relevant answer)

☐ Contents of training course

☐ Training course fee

☐ Facilities and equipment

☐ Certificate

☐ Others (please describe below)

<u>n/a</u>

⎡VI⎤ Relationship with Other Organizations

1. Relationship with bilateral / international organization(s)

1-1 Have you received any cooperation/ assistance, in general, from other bilateral/international organization(s) beside JICA? (Please tick √ one relevant answer.)

☐ Yes   ☒ No

1-2 For those who answered "YES",

1-2-1) Please write down the name of the organization(s), its overview of the cooperation.

1-2-2) Are there any assistance from other organization(s) related to the field of "the project"?

(Please tick √ one relevant answer.)

☒ Yes   ☐ No

For those who answered "YES", please write down the name of the organization(s), its cooperation field, and project overview.

<u>Thai Government research funding institutes.</u>

2. Relationship with public/private sector outside Thailand

2-1 Have you established any cooperative relationship (collaboration/ assistance) with public/ private sectors outside Thailand? (Please tick √ one relevant answer.)

☒ Yes   ☐ No

2-2 (For those who answered "YES"), please write down the cooperative relationship from the following points;

a) Background of the relationship
b) Period (Time, duration)
c) Overview of the cooperation

<u>At Multimedia and Virtual Research Lab, we are establishing the following cooperation</u>
a. <u>Cooperation on research in the field of e-learning with a Japanese University</u>
b. <u>At the time of writing, it is in the period of finalizing Memorandum of Understanding, to be effective for 5 years</u>
c. <u>To carry out E-learning research by staff from both parties, and to share revenue gained from such cooperation</u>

3. Relationship with domestic public and private sector

3-1 Have you established any cooperative relationship (collaboration/ assistance) with public and private sectors within your country? (Please tick √ one relevant answer.)

☒ Yes   ☐ No (For those who answered "NO", please go to Comment and Suggestion)

3-2 (For those who answered "YES"), please write down the cooperative relationship from the following points;

a) Background of the relationship
b) Period (Time, duration)
c) Overview of the cooperation

<u>In ReCCIT, some laboratories has cooperated with industries by providing consultation services to them.</u>

Comment and Suggestion:

If you have any additional comments or suggestions to improve the training program, please write down here.

Thank you very much for your kind cooperation.

Questionnaire Sheet for Evaluation Study on
The Computer Software Technology Training Center of SSTC
in the Republic of China

Objective of the Questionnaire Survey:

The Japan International Cooperation Agency (JICA) is currently conducting a synthesis evaluation study on its Technical Cooperation Projects in the Information and Communication Technology (ICTs) worldwide. The objective of the study is to learn from the lessons and recommendations of the past projects for future project formulation in the field of ICTs, aiming at more effective implementation of Japanese technical assistance. As part of the study, the technical cooperation Project on the Computer Software Technology Training Center of SSTC in the Republic of China (Nov.12, 1993-Nov.11, 1998) has been selected as a case study.

The overview of the Project on the Computer Software Technology Training Center of SSTC was to enhance the capacity of Computer Software Technology Center of SSTC center to strengthen the function of training program on the computer software technology in China.

This questionnaire is prepared as one of tools to collect data and information for the study. We will make sure that your responses in the questionnaire are not used for any purpose apart from the study.

We thank you for your cooperation in advance

NOTE 1: "The project" in the questionnaire sheet stands for the technical cooperation project "the Computer Software Technology Training Center of SSTC".
NOTE 2: Please use separate sheets if needed.

I	**Review of the Project**

1. Are there any activities in your organization which the experience of the project have been put into practical use?
   (Please tick ✓ **one or more** relevant answer)

   * ☐ Research theme
   * ☐ Training methods
   ☐ Curriculum Development
   ☐ Needs assessment
   * ☐ Equipments and facilities
   ☐ Educational materials development
   ☐ Others (please describe below)

2. How do you evaluate the project and its outcome at this point (2003)?

II	**Training Course(s) Established through the Project**

[ ]

1. Do you still run any of the training course(s) by the project? (Please tick ✓ one relevant answer)

    ☐Yes   → Go to 2.   *☐No → Go to 3.

2. In case you answered "YES",
2-1 Please write down the following information of the training course(s).

    a) Name of the course

    b) Training period

    c) Total training hours

    d) Participants of the course (in one course / total number so far)

    e) Target user of the course

    f) Course outline/overview

2-2 Is there any changes/modification made for the training course(s)? (Please tick ✓ one relevant answer)

    ☐Yes   → Go to 2-2-1)   ☐No → Go to 2-2-2)

2-2-1 In case you answered "Yes",

    a) What kind of changes/modifications has been made?

    b) Please write down the reason for changes/ modification.

2-2-2 In case you answered "No", please identify reasons from the following options.

    (Please tick ✓ **one or more** relevant answer)

    ☐a) The course content still meets the current needs of the participants and the industry

    ☐b) It is difficult to change the course (s)content.   (Please describe the difficulty below)

    ☐c) Others (Please describe below)

3. In case you answered "NO" at II-1,
3-1 Please write down what course(s) have been cancelled.

All course have been cancelled. In July 2002, CSTTC was merged with the original graduate student training center.

3-2 Please identify the reasons why you have stopped running the training course(s)

    (Please tick ✓ **one or more** relevant answer)

    *☐a) The course(s) has not been favored by the participants.

    *☐b) The contents of the course(s) does not match the needs of the participants and the industry.

    ☐ c) Others (Please describe below)

    Equipments and facilities have been out-date.

| III | **Training Course(s) which the Experience of the Project have been Applied** |

1. Are there any additional training course(s) which utilize the experience of the project?
   (Please tick ✓ one relevant answer)

        *☐Yes   → Go to 2.   ☐No → Go to IV.

2. In case you answered "YES",

2-1 Please write down the following information about the course(s).

    a) Name of the course(s)

    b) Training durations/ timing

    c) Training hours

    d) Size of each course(s) (in one course / total number so far)

    e) Target user of the course

    f) Course outline/overview

    g) Training fee

Starting 1999, CSTTC has been collaborating with Beijing Ruitong to provide mainly Oracle, Cisco, and Microsoft MCSE certification training programs for high-end IT professionals as well as some basic software application training, mostly multimedia software applications.

2-2 Please describe what kind of essence/components of the project has been utilized to the program.

The manage personnel who were trained at the CSTTC,

The manage method of CSTTC.

IV | Organization

1. Do you find any organizational changes (positive/ negative) after the project?   (Please tick ✓ one relevant answer)

    *☐Yes   ☐No

2. In case you answered "YES", please tick ✓ **one or more** relevant answer from the following options, and write down WHAT kind of changes are found and WHY.

    *☐Institutional Aspects

    CSTTC is not a separate division in ISTIC any more, and has been merge into other division of ISTIC.

    *☐Financial Aspects

    CSTTC has got some financial support from ISTIC to maintain its sustainable development.

    *☐Role of the organization in China

    When CSTTC was found in China ten years ago, it had the advanced equipments and technique, but now it has no these advantages anymore.

    ☐Role of the organization outside China

    ☐Expectation toward the in China

    ☐Expectation toward the outside China

    ☐Others (please write down below)

V | Training Course of Computer Software Technology Training Centre of SSTC

1. Popular training course of Computer Software Technology Training Center of SSTC

1-1 Please indicate the current popular training course in your organization.

    a)   Name of the course

Multimedia produce training course.

b) Overview of the course

the duration of these training course is from 1 week to four week, and each class will training 10-30 person.

c) Reasons for its popularity

Multimedia produce, or cartoon produce has a large market in China now.

1-2 Please write down how you meet the expectations of the participants and the needs of the industry.

Provide the experienced experts as the teachers, use the advanced facilities, investigate the needs of Markets and industry, use the most popular software, and training the practical abilities of the participants.

2. Similar training courses by the other public/ private companies

2-1 Are there any similar training courses run by the other organizations? (Please tick ✓ one relevant answer.)

    *☐Yes   ☐No

2-2 (For those who answered "YES"), do you find any positive/ negative impact from those other organization(s) activities? If so, please write down those influences.

Negative: there will be heavy competition.

Positive: stimulate CSTTC to improve its quality.

3. The advantage of the SSTC

3-1 Please describe the advantages of your training course compared to those of the other public/ private organization(s), if any. (Please tick ✓ **one or more** relevant answer)

    *☐Contents of training course

    *☐Training course fee

    *☐Facilities and equipment

    *☐Certificate

    ☐Others (please describe below)

Communication and Environment are better than others.

VI Relationship with Other Organizations

1. Relationship with bilateral / international organization(s)

1-1 Have you received any cooperation/ assistance, in general, from other bilateral/international organization(s) beside JICA? (Please tick ✓ one relevant answer.)

    ☐Yes   *☐No

1-2 For those who answered "YES",

1-2-1) Please write down the name of the organization(s), its overview of the cooperation.

1-2-2) Are there any assistance from other organization(s) related to the field of "the project"?

(Please tick ✓ one relevant answer.)

☐Yes   ☐No

For those who answered "YES", please write down the name of the organization(s), its cooperation field, and project overview.

2. Relationship with public/private sector outside China

2-1 Have you established any cooperative relationship (collaboration/ assistance) with public/ private sectors outside China? (Please tick ✓ one relevant answer.)

☐Yes   *☐No

2-2 (For those who answered "YES"), please write down the cooperative relationship from the following points;

a) Background of the relationship
b) Period (Time, duration)
c) Overview of the cooperation

3. Relationship with domestic public and private sector

3-1 Have you established any cooperative relationship (collaboration/ assistance) with public and private sectors within your country? (Please tick ✓ one relevant answer.)

*☐Yes   ☐No (For those who answered "NO", please go to Comment and Suggestion)

3-2 (For those who answered "YES"), please write down the cooperative relationship from the following points;

d) Background of the relationship
Beijing Film Academy
e) Period (Time, duration)   2003.12-2006.12
f) Overview of the cooperation

Bilateral benefit,   CSTTC provides parts of facility and Management, and Beijing Film Academy provides technique and   part of facility.

Comment and Suggestion:

If you have any additional comments or suggestions to improve the training program, please write down here.

Thank you very much for your kind cooperation.

Questionnaire Sheet for Evaluation Study on
Japanese Technical Cooperation for
the Philippine Software Development Institute Project
in the Republic of the Philippines

Objective of the Questionnaire Survey:

The Japan International Cooperation Agency (JICA) is currently conducting a synthesis evaluation study on its Technical Cooperation Projects in the Information and Communication Technology (ICTs) worldwide. The objective of the study is to learn from the lessons and recommendations of the past projects for future project formulation in the field of ICTs, aiming at more effective implementation of Japanese technical cooperation. As part of the study, the technical cooperation for the Philippine Software Development Institute Project in the Republic of the Philippines (Jan.1, 1995-Dec.31, 1999) has been selected as a case study.

The overview of the Philippine Software Development Institute Project (hereinafter referred to as "the Project") was to enhance the capacity of the PSDI which provides IT training courses and seminars.

This questionnaire is prepared as one of tools to collect data and information for the study. We will make sure that your responses in the questionnaire are not used for any purpose apart from the study.

We thank you for your cooperation in advance

NOTE 1: "The project" in the questionnaire sheet stands for the technical cooperation for "the Philippine Software Development Institution Project".
NOTE 2. Please use separate sheets if needed.

I Review of the Project

1. Are there any activities in your organization which the experience of the project have been put into practical use?

(Please tick ✓ **one or more** relevant answer)

☐Research theme

☑Training methods

☑Curriculum Development

☐Needs assessment

☑Equipments and facilities

☑Educational materials development

☐Others (please describe below)

2. How do you evaluate the project and its outcome at this point (2003)?

The trainings (formal and on-the-job) are still practically applied. Some of the courses developed during the project are still being conducted

II Training Course(s) Established through the Project

1. Do you still run any of the training course(s) by the project? (Please tick ✓ one relevant answer)

☑Yes   → Go to 2.   ☐No → Go to 3.

2. In case you answered "YES",

2-1 Please write down the following information of the training course(s).

a) Name of the course: *IT Curriculum Design & Development, IS Project Management, Managing with Internet, Database Administration Course*

b) Training period : *1 month/ year*

c) Total training hours

d) Participants of the course (in one course / total number so far): *15 participants/ course (average)*

e) Target user of the course: *IT professionals*

f) Course outline/overview: *see attached*

2-2 Is there any changes/modification made for the training course(s)? (Please tick ✓ one relevant answer)

☑Yes   → Go to 2-2-1)   ☐No → Go to 2-2-2)

2-2-1 In case you answered "Yes",

a) What kind of changes/modifications has been made?

Some topics had to be updated.

b) Please write down the reason for changes/ modification.

Some topics had to be updated due to technology upgrades# changes.

2-2-2 In case you answered "No", please identify reasons from the following options.

(Please tick ✓ **one or more** relevant answer)

☐a) The course content still meets the current needs of the participants and the industry

☐b) It is difficult to change the course (s)content. (Please describe the difficulty below)

□c) Others (Please describe below)

3. In case you answered "NO" at Ⅱ-1,

3-1 Please write down what course(s) have been cancelled.

3-2 Please identify the reasons why you have stopped running the training course(s)

(Please tick ✓ **one or more** relevant answer)

   □a) The course(s) has not been favored by the participants.

   □b) The contents of the course(s) does not match the needs of the participants and the industry.

   □c) Others (Please describe below)

| Ⅲ | Training Course(s) which the Experience of the Project have been Applied |

1. Are there any additional training course(s) which utilize the experience of the project?

(Please tick ✓ one relevant answer)

   ☑Yes → Go to 2.   □No → Go to Ⅳ.

2. In case you answered "YES",

2-1 Please write down the following information about the course(s).

  a) Name of the course （s）: *Webpage Development, Desktop and Web-Based multimedia Authoring Courses,*

           IT Training Need Analysis Course

  b) Training durations/ timing: *1month/ year (average)*

  c) Training hours: *4 hours/ day*

  d) Size of each course(s) (in one course / total number so far) : *15 participants/ course*

  e) Target user of the course: *IT Professionals*

  f) Course outline/overview· *see attached*

  g) Training fee: *p 2,000 – p 10,000 depending on the course*

2-2 Please describe what kind of essence/components of the project has been utilized to the program.

  The experiences gained through the project especially in the development and implementation of courses definitely helped in the development of additional courses. Some of the tools, techniques adn facilities from the project are still being applied and used

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| Ⅳ | Organization |

1. Do you find any organizational changes (positive/ negative) after the project? (Please tick ✓ one relevant answer)

   ☑Yes   □No

2. In case you answered "YES", please tick ✓ **one or more** relevant answer from the following options, and write down WHAT kind of changes are found and WHY.

   ☑Institutional Aspects

   □Financial Aspects

   □Role of the organization in Philippine

   □Role of the organization outside Philippine

   □Expectation toward the organization in Philippine

☐Expectation toward the organization outside Philippine
☐Others (please write down below)

While the PSDI project has been completed since 1999, 12 out of 21 permanent Pilipino counterparts in the project are still connected with the NCC. Nice of which are with the NCI and the rest, with the other directorates of the NCC, However, as a result of the Project completion, PSDI ceased to exist. Some of the counterpart staff and management of all the training courses that were offered by the PSDI were transferred to the National Computer Institute. NCI is an institute that provides IT-related training within the NCC prior to the implementation of the PSDI Project.

V | Training Course of PSDI

1. Popular training course of PSDI

1-1 Please indicate the current popular training course in your organization.

a) Name of the course: *IT curriculum Design and Development Course (ITCDD) and Language courses (JAVA, Visual Basic, C++) and CISCO networking courses.*

b) Overview of the course: *See attached.*

c) Reasons for its popularity
The course is very helpful to IT instructors and is thus being conducted for professors of State Universities and Colleges (SUCs) all over the country.

1-2 Please write down how you meet the expectations of the participants and the needs of the industry.
The course is conducted regularly, at least once a year and the participants are given a complete set of instructional materials to enable them to apply what they have learned and to conduct echo trainings to their colleagues.

2. Similar training courses by the other public/ private companies

2-1 Are there any similar training courses run by the other organizations? (Please tick ✓ one relevant answer.)
☐Yes   ☑No

2-2 (For those who answered "YES"), do you find any positive/ negative impact from those other organization(s) activities?   If so, please write down those influences.

3. The advantage of the PSDI

3-1 Please describe the advantages of your training course compared to those of the other public/ private organization(s), if any. (Please tick ✓ **one or more** relevant answer)

☑Contents of training course
☑Training course fee
☐Facilities and equipment
☑Certificate
☐Others (please describe below)

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| VI | **Relationship with Other Organizations** |

1. Relationship with bilateral / international organization(s)

1-1 Have you received any cooperation/ assistance, in general, from other bilateral/international organization(s) beside JICA? (Please tick ✓ one relevant answer.)

☑Yes   ☐No

1-2 For those who answered "YES",

In 2002, the NCC was a recipient of a grant assistance from the United Nations Development Program – International Telecommunications Union. The assistance included the following components: (i) CISCO training for four personnel (two in Australia and two in Manila for a Network Specialist Course), and (ii) provision of 5 units of routers

1-2-1) Please write down the name of the organization(s), its overview of the cooperation.

1-2-2) Are there any assistance from other organization(s) related to the field of "the project"?
(Please tick ✓ one relevant answer.)

☐Yes   ☑No

For those who answered "YES", please write down the name of the organization(s), its cooperation field, and project overview.

2. Relationship with public/private sector outside Philippine

2-1 Have you established any cooperative relationship (collaboration/ assistance) with public/ private sectors outside Philippine? (Please tick ✓ one relevant answer.)

☐Yes   ☑No

2-2 (For those who answered "YES"), please write down the cooperative relationship from the following points;
   a) Background of the relationship
   b) Period (Time, duration)
   c) Overview of the cooperation

3. Relationship with domestic public and private sector

3-1 Have you established any cooperative relationship (collaboration/ assistance) with public and private sectors within your country? (Please tick ✓ one relevant answer.)

☑Yes   ☐No (For those who answered "NO", please go to Comment and Suggestion)

3-2 (For those who answered "YES"), please write down the cooperative relationship from the following points;

d) Background of the relationship: Educational Alliance
e) Period (Time, duration): 2003 onwards (renewed yearly)
f) Overview of the cooperation:

The NCI has entered into educational alliances with a number of State Universities and Colleges (42 for 2003). The NCI conducts Trainers' Training on the courses being offered by NCI, the SUCs are given t a complete set of instructional materials and are expected to conduct the same courses in their respective schools in the provinces.

Comment and Suggestion:

If you have any additional comments or suggestions to improve the training program, please write down here.

Thank you very much for your kind cooperation.

Questionnaire Sheet for Evaluation Study on Japanese Technical Cooperation for the Project of the Vietnam Information Technology Training in the Socialist Republic of Vietnam

Objective of the Questionnaire Survey:

The Japan International Cooperation Agency (JICA) is currently conducting a synthesis evaluation study on its Technical Cooperation Projects in the Information and Communication Technology (ICTs) worldwide. The objective of the study is to learn from the lessons and recommendations of the past projects for future project formulation in the field of ICTs, aiming at more effective implementation of Japanese technical cooperation. As part of the study, the technical cooperation for the Project of the Vietnam Information Technology Training in the Socialist Republic of Vietnam (Mar.24, 1997-Mar.23, 2002) has been selected as a case study.

The overview of the Project of the Vietnam Information Technology Training (hereinafter referred to as "the Project") was to enhance the capacity of the Vietnam Information Technology Training Institute (VITTI) which provides IT training courses and seminars.

This questionnaire is prepared as one of tools to collect data and information for the study. We will make sure that your responses in the questionnaire are not used for any purpose apart from the study.

We thank you for your cooperation in advance

NOTE 1: "The project" in the questionnaire sheet stands for the technical cooperation project "the Project of the Vietnam Information Technology Training".
NOTE 2: Please use separate sheets if needed.

| I | Review of the Project |

1. Are there any activities in your organization which the experience of the project have been put into practical use?

(Please tick ✓ **one or more** relevant answer)

☐ Research theme

☑ Training methods

☑ Curriculum Development

☐ Needs assessment

☑ Equipments and facilities

☑ Educational materials development

☐ Others (please describe below)

2. How do you evaluate the project and its outcome at this point (2003)?

After 5 years of implementation (1997-2002), the Project had been successfully complete with 112 IT courses and seminars and conducted 4111 participants. Furthermore, VITTI had taken shape and been capable to operate and to manage high quality IT training courses and seminars sustainably. Since November 2001, VITTI has upgraded to Information Technology Institute (ITI), Vietnam National University, Hanoi.

| II | Training Course(s) Established through the Project |

1. Do you still run any of the training course(s) by the project? (Please tick ✓ one relevant answer)

   ☑ Yes → Go to 2.   ☐ No → Go to 3.

2. In case you answered "YES",

2-1 Please write down the following information of the training course(s).: *See attached.*

   a) Name of the course

   b) Training period

   c) Total training hours

   d) Participants of the course (in one course / total number so far)

   e) Target user of the course

   f) Course outline/overview

2-2 Is there any changes/modification made for the training course(s)? (Please tick ✓ one relevant answer)

   ☑ Yes   → Go to 2-2-1)   ☐ No → Go to 2-2-2)

2-2-1 In case you answered "Yes",

   a) What kind of changes/modifications has been made?

   The content of the IT training courses have been modernised and upgraded.

   b) Please write down the reason for changes/ modification.

   Because of the continuously development of information technology in the world and to be suitable with the current development to information technology in Vietnam and to meet the needs of the participants and the industry.

2-2-2 In case you answered "No", please identify reasons from the following options.

   (Please tick ✓**one or more** relevant answer)

☐a) The course content still meets the current needs of the participants and the industry

☐b) It is difficult to change the course (s)content.   (Please describe the difficulty below)

☐c) Others (Please describe below)

3.   In case you answered "NO" at II-1,

3-1 Please write down what course(s) have been cancelled.

3-2 Please identify the reasons why you have stopped running the training course(s)

(Please tick ✓ **one or more** relevant answer)

☐a) The course(s) has not been favored by the participants.

☐b) The contents of the course(s) does not match the needs of the participants and the industry.

☐c) Others (Please describe below)

| III | **Training Course(s) which the Experience of the Project have been Applied** |

1.   Are there any additional training course(s) which utilize the experience of the project?

(Please tick ✓ one relevant answer)

☑Yes   → Go to 2.   ☐No → Go to IV

2.   In case you answered "YES",

2-1   Please write down the following information about the course(s).

a) Name of the course(s)

b) Training durations/ timing

c) Training hours

d) Size of each course(s) (in one course / total number so far)

e) Target user of the course

f) Course outline/overview

g) Training fee

1)   As the result of the project, on June 19, 2002, JICA Vietnam Office and Vietnam National University, Hanoi agreed to signed a Record of Discussion on Information technology training.   According to the Record, ITI is authorized to organize IT training courses entitled "In-Country Training Course on Office Automation and Computer Network for Manager in three years, three courses per year.   ITI has successfully carried out five courses with 446 participants who are managers and come from several economic sectors all over Vietnam

2)   To utilize the experience of the project, ITI has conducted many IT training courses   The record of ITI training courses by the category is shown in Annex 11 attached

2-2   Please describe what kind of essence/components of the project has been utilized to the program.

1) Training methods

2) Curriculum development

3) Educational material development

IV | Organization

1. Do you find any organizational changes (positive/ negative) after the project?   (Please tick ✓ one relevant answer)
      ☑Yes   ☐No

2. In case you answered "YES", please tick ✓ **one or more** relevant answer from the following options, and write down WHAT kind of changes are found and WHY.
      ☑Institutional Aspects
      ☑Financial Aspects
      ☑Role of the organization in Vietnam
      ☐Role of the organization outside Vietnam
      ☐Expectation toward the organization in Vietnam
      ☐Expectation toward the organization outside Vietnam
      ☐Others (please write down below)

V | Training Course of VITTI

1. Popular training course of VITTI

1-1 Please indicate the current popular training course in your organization.
      a) Name of the course
      b) Overview of the course
      c) Reasons for its popularity

      See attached.

1-2 Please write down how you meet the expectations of the participants and the needs of the industry.
      The content of the IT training courses have been modernized and upgraded.
      Improve teaching methods as a modern IT training Technology

2. Similar training courses by the other public/ private companies

2-1 Are there any similar training courses run by the other organizations? (Please tick ✓ one relevant answer.)
      ☑Yes   ☐No

2-2 (For those who answered "YES"), do you find any positive/ negative impact from those other organization(s) activities?   If so, please write down those influences.
1) There are many IT courses conducted by state and private companies with similar content.   However, there are some differences from ITIs training courses.   Firstly, some IT training courses conducted by state and private companies concentrate on theory and others on only practice so participants can not understand all aspects of a certain issue
2) Secondly, the ITIs training courses combine theory and practice suitably so the number of participants is continuously increasing.   Finally, all ITIs training courses are focused on the quality with modern IT training Technology.

3. The advantage of the VITTI

3-1 Please describe the advantages of your training course compared to those of the other public/ private organization(s)、 if any. (Please tick ✓ **one or more** relevant answer)
      ☑Contents of training course

☑Training course fee

☑Facilities and equipment

☑Certificate

☐Others (please describe below)

| VI | **Relationship with Other Organizations** |

1. Relationship with bilateral / international organization(s)

1-1 Have you received any cooperation/ assistance, in general, from other bilateral/international organization(s) beside JICA? (Please tick ✓ one relevant answer.)

    ☐Yes   ☑No

1-2 For those who answered "YES",

1-2-1) Please write down the name of the organization(s), its overview of the cooperation.

1-2-2) Are there any assistance from other organization(s) related to the field of "the project"?

    (Please tick ✓ one relevant answer.)

    ☐Yes   ☑No

For those who answered "YES", please write down the name of the organization(s), its cooperation field, and project overview.

2. Relationship with public/private sector outside Vietnam

2-1 Have you established any cooperative relationship (collaboration/ assistance) with public/ private sectors outside Vietnam? (Please tick ✓ one relevant answer.)

    ☑Yes   ☐No

2-2 (For those who answered "YES"), please write down the cooperative relationship from the following points;

    a)   Background of the relationship

    b)   Period (Time, duration)

    c)   Overview of the cooperation

In April 2003, the ITI signed a contract with International Computer Driving License Asia Pacific Limited (ICDL Company). ICDL Company is established in Britain and Wales with Register Number 4191431 and Located at No1 Sanford, Swindon, Wilshire SN1 1HU

According to the contract, ICLD company is authorized ITI to conduct IT tests through Internet required by ICDL Company/ ICDL Company will issue licenses to participants who successfully passed all modules of the test carried out at ITI.

3. Relationship with domestic public and private sector

3-1 Have you established any cooperative relationship (collaboration/ assistance) with public and private sectors within your country? (Please tick ✓ one relevant answer.)

    ☑Yes   ☐No (For those who answered "NO", please go to Comment and Suggestion)

3-2 (For those who answered "YES"), please write down the cooperative relationship from the following points;

1) ITI signed a contract with PT Informatics Company Ltd. from January 2003. According to this contract, PT Informatics Company Ltd has responsibility to organize IT courses and ITI is responsible to carry out tests and grant Internationals Computer Using Cards for whom passed at least 3 of 7 modules and Certificates for whom passed all 7 modules. The content of ITI International Computer Using Program is based on the standard of ICDL organization and consists of 7 modules as follows;

Module 1: Basic concepts of Information Technology

Module 2: Using computer and Managing Files

Module 3: Word Processing Fundamental

Module 4: Spreadsheets Fundamental

Module 5; Presentation

Module 6: Database Fundamental

Module 7: Internet and E-mail

The number of participants who have successfully passed the test is 206 persons.

2) ITI also signed a contract with the Managing Board of the Computerization Project on Government Administration Management. ITI is responsible to write documents as well as to organize training courses.

Comment and Suggestion:

If you have any additional comments or suggestions to improve the training program, please write down here.

Thank you very much for your kind cooperation.